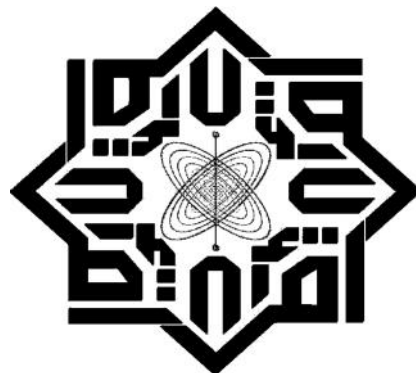


**THE EFFECT OF USING MULTI-SECTION SUMMARIZATION  
STRATEGY TOWARD STUDENTS' ABILITY IN WRITING  
REPORT TEXT AT THE SECOND YEAR OF  
MA HASANAH PEKANBARU**



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PEKANBARU  
1434 H/2013 M**

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MA HASANAH PEKANBARU**

A Thesis

Submitted to Fulfill One of Requirement  
for the Undergraduate Degree in English Education



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## ABSTRAK

### **Riawati (2013): Pengaruh Penggunaan Strategi Multi Section Summarization terhadap Kemampuan Siswa Kelas Dua MA Hasanah Pekanbaru dalam Menulis Teks Report**

Berdasarkan observasi awal disekolah MA Hasanah, penulis menemukan beberapa siswa di sekolah tersebut mengalami kesulitan-kesulitan dalam menulis khususnya teks report. Dalam hal ini, penulis sebagai peneliti menyediakan strategi Multi Section Summarization untuk meningkatkan kemampuan siswa dalam menulis teks report karena strategi tersebut adalah strategi yang sesuai untuk membantu siswa menulis teks tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks report dengan menggunakan strategi Multi Section Summarization, untuk mengetahui kemampuan siswa dalam menulis teks report tanpa menggunakan strategi Multi Section Summarization, dan untuk mengetahui apakah ada pengaruh yang signifikan pada kemampuan siswa dalam menulis teks report dengan menggunakan strategi Multi Section Summarization pada siswa kelas dua MA Hasanah Pekanbaru.

Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian quasi eksperimen. Penulis mengambil *non-equivalent control group design*. Penulis menggunakan dua kelas sebagai sampel. Satu kelas untuk kelas eksperimen dan satu kelas lain untuk kelas kontrol. Kedua kelas tersebut diberikan perlakuan selama delapan kali pertemuan. Teknik untuk mengumpulkan data adalah tes. Subjek penelitian ini adalah siswa kelas dua MA Hasanah Pekanbaru.

Berdasarkan temuan penelitian, angka signifikan  $0.000 < 0.05$ . Ini berarti bahwa  $H_a$  diterima dan  $H_o$  ditolak. Selain itu, dapat pula dibuktikan dari nilai rata-rata post-test kemampuan menulis siswa pada kelas experiment adalah 63.91. Sedangkan nilai rata-rata post-test pada kelas kontrol adalah 51.44. Lebih jauh lagi, rata-rata peningkatan kemampuan siswa menulis pada kelas experiment adalah 11.91 (23%) sedangkan pada kelas kontrol adalah 1.36 (3%). Jadi, bisa disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan strategi Multi Section Summarization terhadap kemampuan dalam menulis teks report pada siswa kelas dua MA Hasanah Pekanbaru. Dan strategi ini efektif untuk diimplementasikan dalam proses pembelajaran, khususnya pada pelajaran bahasa Inggris.

## **ABSTRACT**

### **Riawati (2013): The Effect of Using Multi Section Summarization Strategy toward Students' Ability in Writing Report Text of the Second Year Students at MA Hasanah Pekanbaru**

Based on the preliminary observation at Ma Hasanah, the students had difficulties in writing especially report text. In this case, the writer as the researcher provides multi section summarization strategy to improve the students' ability in writing report text because it is the appropriate strategy to help the students write the text.

The objectives of the research are to find out the students' ability in writing report text by using multi section summarization strategy, to find out the students' ability in writing report text without using multi section summarization strategy and to find out whether there is significant effect on the students' ability in writing report text by using multi section summarization strategy of the second year students at MA Hasanah Pekanbaru

In this research, the type of research used was quasi experimental research. The writer took non-equivalent control group design. The writer used two classes as sample. One class is for experimental class and another class is for control class. Both of the classes were given the treatment during eight meetings. The technique of collecting the data was test. The subject of the research was the second year students of MA Hasanah Pekanbaru.

Based on the research findings, the significant number was  $0.000 < 0.05$ . It means that  $H_a$  is accepted and  $H_o$  is rejected. Besides, it can be proved from mean score of the students' writing ability of post-test at experimental class was 63.91, while the students' writing ability of post-test at control class was 51.44. Furthermore, the mean score improvement of the students' writing at experimental class was 11.91 (23%) while in control class only 1.36 (3%). So, it can be concluded that there is significant effect on the students' ability in writing report text by using multi section summarization strategy of the second year students at MA Hasanah Pekanbaru. And this strategy is effective to be implemented in teaching learning process, especially for English subject.

رياضات (2013): تأثير استخدام استراتيجية الاجمال على تعدد  
في كتابة نصوص القرار لطلاب الصف الثاني بالمدرسة العالية الحسنة

.

لا بد دراستها في المدرسة العالية حسنة. ومع ذلك، يتوقع الطلاب على استيعاب القدرة  
الكتابية. قائم على الوقائع فإن الطلاب يصعبون في الكتابة خصوصا على كتابة نصوص  
. لذلك قامت الباحثة في عرض الاستراتيجية الاجمال على تعدد الأجزاء لترقية قدرة  
الطلاب على كتابة نصوص القرار لأنها مناسبة على الطلاب.

تهدف الدراسة لمعرفة قدرة الطلاب على كتابة نصوص القرار باستخدام الاستراتيجية

الاستراتيجية الاجمال على تعدد الأجزاء و لمعرفة هل هناك تأثير قدرة الطلاب على كتابة  
نصوص القرار باستخدام الاستراتيجية الاجمال على تعدد الأجزاء بالمدرسة العالية الحسنة

.

هذا البحث هو بحث شبه التجربة. قة الضبط غير مناسبة.  
استخدمت الباحثة الفصلين لعينات هذا البحث هما فصل التجربة و فصل الضبط تقدم الباحثة  
إلى هذا الفصلين المعاملة و هي ثماني جلسات. تقنيات جمع البيانات هي الاختبار.  
في هذا البحث طلاب الصف الثاني بالمدرسة العالية الحسنة باكنبارو.

أخير  $0.000 < 0.5$  ما تشير أن الفرضية البديلة مقبولة و  
الفرضية الصفرية مرفوضة. وأنها اتضح في النتائج من الاختبار البعدي عن قدرة الطلاب

63.91

51.44 ثم متوسطة ترقية قدرة الطلاب في الفصل التجربة 11.91

( 23 ) 1.36 ( 3 ). استنبطت الباحثة أن هناك  
تأثيرا هاما من استخدام استراتيجية الاجمال على تعدد الأجزاء إلى قدرة الطلاب في كتابة  
ة العالية الحسنة باكنبارو.

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Aamiin....

Pekanbaru, November, 08<sup>th</sup> 2012

The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is not just an option for young people—it is a necessity<sup>1</sup>. Writing is a basic to measure the academic and the role of someone in the civil life, this idea almost similar to what Graham stated “writing skill is a predictor of academic success and the basic requirement for participation in civic life and in the global economy<sup>2</sup>. Writing is one of the activities done by language learners and it is one of language skills. Writing cannot be produced without vocabulary and grammar mastery that have to be owned by writers. As Nunan says “product oriented approaches to the development of writing”<sup>3</sup>.

Writing is not easy job, especially for learners who learn it as English foreign language, of course it will become as difficult activity and challenge. Dealing with this, Oczkus states that “students often still stare at the intimidating blank page and teaching writing is still a challenge.”<sup>4</sup>

Concerning with writing skills, it has important role in teaching and learning process in the school. In the Indonesian schools especially in every level of education, writing is part of skills that has to be mastered by learners. In

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<sup>1</sup> Steve Graham and Dolores Perin. *Writing Next Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. New York: Alliance for Excellent Education. 2007. P. 3.

<sup>2</sup> *Ibid.*

<sup>3</sup> David Nunan,. *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall . 1991. P. 83.

<sup>4</sup> Lori D Oczkus. *Guided Writing: Practical Lessons, Powerful Results*. Portsmouth: Heinemann. 2007. P. 4

addition to the importance of writing, Harmer indicates that there are some reasons for teaching writing to the students of English as foreign language including reinforcement, language development, learning style, and writing as a skill in its own right.<sup>5</sup>

MA Hasanah is one of the senior high schools in Pekanbaru. As formal school, this school also teaches English especially writing skill because it includes in School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP). It provides writing as one of skill that must be taught and learned in senior high school. According to the syllabus of English lesson for second year students of MA Hasanah Pekanbaru, the basic competence of writing English refers to the capability of students to express the meaning of monologue texts or essays that use various written language accurately, fluency, and contextually in the form of text such as report, narrative, and analytical exposition<sup>6</sup>.

Based on the explanation above, it is clear that writing skill needs much aspects that should be mastered by the students. Therefore, Writing skill has been taught to the students of MA Hasanah Pekanbaru. In that school, in the teaching and learning process, especially in writing, the teacher asked students learned the generic structure of each text and the grammar used in the text. The aim was that the students know about the kinds of text and its generic structure. Then, the students were asked to write a text. The students did not know the purpose of their

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<sup>5</sup> Jeremy Harmer. *How to Teach English*. London: Addison Wesley Longman. 1998. P.79.

<sup>6</sup> Mainar Fitri. *Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP). 2010/2011*. Unpublished.

writing and for whom they write. So, the students were not focus on their writing. Furthermore, the students were difficult to express their ideas in the written form.

Based on the writer's preliminary observation at MA Hasanah, writing has been taught through the explanation to the students' material (types of genre) from the textbook and asks the students to write down, to make an example based on types of genre. But, in fact some of students still have difficulties in writing especially in report text. It can be itemized into the following symptoms:

1. Some of students could not develop their ideas to write report text well
2. Some of students are still confused to write a sentence in report form.
3. Some of students are still confused to put general statement and describe that related to the title.
4. Some of students are not able to use present tense especially in report text.

To improve the students' ability in writing report text, the appropriate strategy or technique is required to help them as solution for their problem. There is actually a strategy that can help students in writing report text, it is called Multi-Section Summarization Strategy.

The Multi-Section Summarization Strategy is one of the types of Summarization strategies. This strategy focuses on the type of summarization that is required for report. The student reads each section in a chapter or chapter of a

books, she/he makes at least three important summarizing statements<sup>7</sup>. This strategy does not cover all of information of chapter in the textbook but at least it should help the students finish reading the text, a summary is created using the three important statements.<sup>8</sup>

Based on the explanation and the problem above, the writer is interested in conducting a research entitled “The Effect of Using the Multi-Section Summarization Strategy toward Students’ Ability in Report Text at the Second Year Students of MA Hasanah Pekanbaru”

## **B. The Definition of the Terms**

In order to avoid misunderstanding and misinterpretation of this research, it is crucial to define the key terms in this research as follows:

### **1. Multi-section Summarization Strategy**

A summarization strategy is a set of steps that a student follows to determine the gist of the chunk of information that is being summarized.<sup>9</sup>

In this research, this strategy is used to help the students to improve their skills English especially in writing.

### **2. Report text**

Report text is a report which describes the way things are. A report also refers to a range of natural or man-made and social phenomena in our

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<sup>7</sup> University of Kansas. *Teaching Multi-Section Summarization Strategies*. 2005. <http://www.specialconnections.ku.edu>. Retrieved, March 04, 2011.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

environment.<sup>10</sup> Report text here means the text that is written by students at second year of MA Hasanah Pekanbaru.

### **C. The Problem**

#### **1. The Identification of the Problem**

Based on the background of the problem mentioned above and supported by phenomena, it is clear that many students still encounter problems, as follows:

- a. Why can some of students not develop their ideas to write report text well?
- b. Why are some of students still confused to write a sentence in report form?
- c. Why are some of students still confused to put general statement and describe that related to the title?
- d. Why are some of students not able to use present tense especially in report text?

#### **2. The Limitation of the Problem**

Based on the identification of the problem stated above, the researcher needs to limit the problem, as mentioned before some of students still have difficulties to summarize and write report form, they

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<sup>10</sup> Sudarwati. *Look Ahead: An English Course for Senior High School Students Year XI*. Jakarta: Erlangga. 2007. P.15.



confused to identify general statement and the description of the text. Therefore, the researcher will limit the problems on students' ability in writing report text by using Multi Section Summarization strategy. Conclusion, this research is focused on the effect of using multi section summarization strategy toward students' ability in writing report text at the second year of MA Hasanah Pekanbaru.

### **3. The Formulation of the Problem**

The formulation of the problem in this research is formulated in the following research questions:

- a. How is students' ability in writing report text without using Multi-section Summarization strategy at MA Hasanah?
- b. How is students' ability in writing report text by using Multi-section Summarization strategy at MA Hasanah?
- c. Is there any significant effect of using Multi-section summarization strategy in writing report text?

### **D. The Objectives and the Significance of the Research**

#### **1. The Objectives of the Research**

The objectives of the research are as follows:

- a. To find out the students' ability in writing report text without using Multi-Section Summarization strategy.

- b. To obtain the students' ability in writing report text by using Multi-Section Summarization strategy.
- c. To elicit the significant effect of using Multi-Section Summarization strategy toward students' ability in writing report text.

## **2. The significance of the research**

The significant of the research is indicated as follows:

- a. This research is hopefully contributing to the writer as a researcher in term of learning research as a novice researcher.
- b. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in whole of language teaching and learning general.
- c. This research finding is also able to give positive contribution pertaining to the process of teaching and learning english especially in term of "the effect of using the multi-section summarization strategy toward students' ability in report text at the second year Students of MA Hasanah Pekanbaru".

- d. To fulfill one of requirement to finish the researcher' study in English education department of state Islamic university Sultan Syarif Kasim Riau

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Nature of Writing

Writing is the process to transfer ideas or thought into a written language. It is not the ability that people got directly after they were born. Grenville also stated that no one's born knowing how to write but it is a skill that most people learn, and the more you do it, the easier it becomes<sup>1</sup> Writing is the ability that is obtained from the teaching and learning process. It is different from listening and speaking; people are able to listen and speak naturally, especially their native language even though they have never been taught it before.

Writing is one of the four skills, it is not easy job and we must study it, because it is very essential to be learned. By writing we can extend our ideas and develop our talent. If we have problems, we can write our problems on the pieces of paper. It will help us decrease our load of think toward problems. That statement is also supported by Hughey that says writing is far more than a way of recording language by means of visible mark, so that the students can share of express their ideas through writing activity.<sup>2</sup>

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<sup>1</sup> Kate Grenville. *Writing from Start to Finish*. Sydney: Allen & Unwin. 2001. P. 2.

<sup>2</sup> Jane B. Hughey, et.al. *Teaching ESL Composition*. London: Newbury House Publisher. 1983. P. 12.

Writing is very important because it is a skill that is learned. By writing we can know the knowledge writers. Writing skill is one the skills that can give some benefits because “the demand for writing proficiency is not limited to professional jobs but extends to clerical and support positions in government, construction, manufacturing, service industries, and elsewhere”<sup>3</sup>. It is clear that writing is a skill that gives opportunity to the future.

In conclusion writing is an activity that is done by someone through a process that can be transferred into the ideas. By processing it can be a product but through edit.

#### **a. Writing as a Process**

Writing is a combination of process and product.<sup>4</sup> Writing is a process, especially for English learners. It means that the writer should pass some stages for the purpose of producing a product of writing. Even though the product of writing is only a simple paragraph, but there will not be a product of writing without a process. This statement also supported by Oshima and Hogue stated that it is important to note that writing is a process. There are four main stages in the writing process: prewriting,

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<sup>3</sup> Graham, S., & Perin, D. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education. 2007. P. 9.

<sup>4</sup> Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: Mc. Graw Hill Companies, Inc. 2005. p.98

planning, writing and revising drafts, and writing the final copy to hand in<sup>5</sup>.

Grenville also highlights six steps in the process of writing<sup>6</sup> as follows:

### 1) Getting Ideas

Ideas come from everywhere. Some people think that they will not start to do writing before getting the best ideas, but anything can be the best ideas than blank paper, because writing is a matter of accumulating a little ideas.

### 2) Choosing Ideas

This step is about selecting the ideas that we have got and assessed them. It means the writer has to choose the ideas that are suitable with topic.

### 3) Outlining

In this step the writer should select the list of piece of writing then arrange or organize the ideas. So that, it can be a good order in a paragraph.

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<sup>5</sup> Alice Oshima & Hogue. *Writing Academic English Third Edition*. Wesley: Addison Wesley Longman. 1999. P. 3.

<sup>6</sup> Op.Cit. P. 165.

#### 4) Drafting

This step writer starts to write based on the outline. Through drafting, students write their ideas in good order, correct sentences, appropriate vocabularies, and correct grammar. Haynes said that the better one conducts the other stages, the less critical the work of drafting becomes and the easier it is to do.<sup>7</sup>

#### 5) Revising

After writing the first draft, the writer should revise it. It means the writer should re-seeing and re-reading to find the problems in the writing and then fix them.

#### 6) Editing

Editing means to make your piece as reader-friendly as possible by making the sentences flow in a clear, easy to read. Nation states that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctors, and appropriateness.<sup>8</sup>

In addition, Goldstein and Lieberman state that there are two key principles to master writing:<sup>9</sup>

---

<sup>7</sup> Anthony Haynes. *Writing Successfull Academic Book*. New York: University Press. 2010. P. 70.

<sup>8</sup> I.S.P Nation. *Teaching ESL/EFL, Reading and Writing*. New York: Routledge. 2009. P. 119.

<sup>9</sup> Goldstein, Tom and Jethro K Lieberman. *The Lawyer's Guide to Writing Well Second Edition*. Los Angeles: University of California Press. 2002. P.41.

a. Compose early.

b. Edit late

There is no trick here, but adhering to these two simple principles will have a magical effect on your writing. Solve your problem as early as you can, and delay rewriting and editing as long as you can.<sup>10</sup> To write well the writer can use the ten steps in two stages. In stage one (step 1-7), the writer searches the way to solve the problems. Stage two (8-10), the writer dresses up the solution to communicate it clearly to the reader.

1. Develop a theory; write it down.
2. Research; take notes.
3. Jot down a rough outline.
4. Reassess your theory; explain it to yourself on paper.
5. Set down a formal outline.
6. Compose.
7. Reorganize.
8. Rewrite.
9. Edit and edit again.
10. Proofread.<sup>11</sup>

In conclusion writing is a process that should be passed by students through some steps and to be a product. From these step we can know the quality of writing, because it's started from getting ideas and develop it, draft, revise, edit, and rewrite it.

#### **b. The Basic Aims of Writing.**

Grenville states there are three basic aims of writing<sup>12</sup> as follows:

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<sup>10</sup> Ibid P.42

<sup>11</sup> Ibid

<sup>12</sup> Op. Cit. P.1.



### 1. Writing to Entertain

It does not mean to make the readers have to laugh, but at least it engages their feelings in some ways. Generally, writing to entertain takes the form that is called imaginative writing such as novels, stories.

### 2. Writing to Inform

It tells about something for the readers. It means the reader can know the information from this writing.

### 3. Writing to Persuade

This kind of writing is to try to convince the reader of something. This includes advertisements, some newspapers and magazines, articles, etc.

In addition to the aims of writing Coffin, et.al state the purposes of writing

“As assessment; as an aid to critical thinking, understanding and memory; to extend students’ learning beyond lectures and other formal meetings; to improve students’ communication skills; and to train students as future professionals in particular disciplines.”<sup>13</sup>

In conclusion the aim of writing is not only to give the information to readers but also to entertain and to persuade the readers. Moreover, for

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<sup>13</sup> Coffin, Caroline, et.al. *Teaching Academic Writing: A Toolkit for Higher Education*. London: Taylor & France’s Group. 2005. P.20.

the students, the writing purpose is to improve communication skills and to train students as professionals in particular disciplines.

### **c. Paragraph as One of the Basic of a Written Text**

A text is a meaningful linguistic unit in a context. A text can be arranged by several paragraph which are related to each other. Richards stated that a paragraph is a unit of organization of written language in many languages, which serves to indicate how the main ideas in a written text are grouped<sup>14</sup>. A paragraph is considered good only if the reader completely understands the unit of information that contains and its central idea is usually stated in a topic sentence.

Furthermore, Oshima and Siahhaan also say that a paragraph has a major structural parts: a topic sentence, supporting sentences, and concluding sentence.

#### **1. Topic sentence**

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea of a paragraph.

#### **2. Supporting Sentences**

Supporting sentences make up the rest of paragraph and consist of two kinds: major supporting sentences and minor supporting sentences.

Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, facts, examples, and quotations.

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<sup>14</sup> Richards et.al. *Longman Dictionary of Language Teaching and Applied Linguistics*. England: Longman Group. 1992. P. 382.

### 3. Concluding Sentence

The concluding sentence is a general statement. It is a signal at the end of paragraph and leaves the reader with important points to remember.

In conclusion a paragraph is a combination of sentences which consist of topic sentence (main idea), supporting sentences and concluding sentence.

### d. The Component of Writing

Jacobs, et.al argues that there are five components of writing which must be into consideration in composing writing. The components are as follows:

#### 1. Content.

The content of writing should be knowledgeable, substantive, through development of thesis and relevant to assigned topic.

#### 2. Organization

The writer should write the ideas that are clearly supported and well organized writing.

#### 3. Vocabulary

The writer has a lot of words and uses the appropriate words related to the topic.

#### 4. Language use

The writer can apply the basic agreement among sentences, tenses, word orders, articles, pronoun, and preposition.

## 5. Mechanics

The writer is able to write in good spelling, punctuation, capitalization, and paragraphing.

### e. Teaching Writing

Brown states that teaching consists of those activities (techniques and exercises) related to delivery of information.<sup>15</sup> It means that teaching is the process of transferring the information of ideas from the teacher to the students by using some techniques and exercises.

Teaching writing as teaching other skills as speaking, listening, and reading is needed very much. Patel and Jail state that writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern.<sup>16</sup>

Based on the explanation above, it is clear enough that teaching writing is necessary. Through teaching writing, the other skills such as reading and the mastery of grammar and vocabulary will be activated. Having good grammar and vocabulary will lead the writer to have good writing.

The standard competence of English language for second grade of senior high school have stated that students are able to communicate oral and written language in text of descriptive, report, narrative, anecdote,

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<sup>15</sup> James Dean Brown. *The Element of Language Curriculum*. Boston: Heinle and Heinle Publisher. 1995. P.179.

<sup>16</sup> Patel and Praveen Jail. *English Language Teaching (Methods Tools, and Techniques)*. Jaipur: Sunrise Publisher. 2003. P. 126.

analytical exposition, and hortatory exposition. It means that the teacher should teach the students to write some kind of text. But in this research, the writer only focuses on writing report text.

Teaching writing in the classroom means that the teacher gives explanation to the students how to write in good order and get them to write. Teacher should ask the students to write a text. Then, the teacher should assess students' writing to measure how well students' achievement in writing.

Assessing students' achievement in writing is not easy to assess reading skill. In assessing writing, the teacher cannot measure the ability of students by giving them short answer or multiple choice. But, the teacher should ask the students to write in order to know students' achievement.

#### **f. Concept of Report Text**

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis<sup>17</sup>. Information reports are generally used to organize and store factual information.<sup>18</sup> Pardiyoono said that this is text are exactly used to tell the information about natural or non-natural phenomena or things in the world<sup>19</sup>.

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<sup>17</sup> *Report Text* .<http://reporttext.blogspot.com>. Retrieved, December 16, 2011.

<sup>18</sup> Erik Hook. *Targetting Text: Informational Report, Explanation, Discussion Upper level*. Singapore: Blake Education. 2006. P. 4.

<sup>19</sup> Pardiyoono. *Pasti Bisa: Teaching Genre-Based Writing*. Yogyakarta: Andi. P.272.

The generic structure of report text:

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
2. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials

Language Feature of Report is as follows:

1. Introducing group or general aspect
2. Using conditional logical connection; when, so, etc
3. Using simple present tense<sup>20</sup>

In conclusion a report text is a text that shows the information about something including general of thing and describe it.

## **2. Concept of Multi- Section Summarization Strategy**

### **a. Definition of Multi- Section Summarization Strategy**

A summary is a condensation of the main ideas in an article.<sup>21</sup> It means the summary should contain the main idea in the article. In summarizing, we have to give one main idea and detail to support it.

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<sup>20</sup> Ibid.

<sup>21</sup> Joy M Reid. *The Process of Composition*. New Jersey: Prentice Hall Regents. 1998. P.110.

Moreover, to make the result of summary accurately, we can use summarization strategy.

A summarization strategy is a set of steps that a student follows to determine the gist of the chunk of information that is being summarized. Different summarization strategies may be required for different types of text and different lengths of text. Summarization requires students to be able to distinguish between important, less important, and trivial information, so they can make judgments about the main and supporting details of text<sup>22</sup>. Few students are proficient at summarizing all the materials they encounter. Many have not developed the comprehension strategies required to condense what they have read into manageable chunks of information. As students encounter text in different areas, they need strategies that they can use to sort the information they encounter.

There are several ways of thinking about the types of summarization strategies. They are the paragraph summarization strategy, the section summarization strategy, and multi-section summarization strategy.

The Multi-Section Summarization Strategy is one of the types of Summarization strategies. This strategy focuses on the type of summarization that is required for report. As the student reads each section

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<sup>22</sup> University of Kansas. *Teaching Multi-Section Summarization Strategies*. 2005. <http://www.specialconnections.ku.edu>. Retrieved, March 04, 2011.

in a chapter or a chapter of a book, she/he makes at least three important summarizing statements<sup>23</sup> This strategy does not cover all of information of chapter in the textbook but at least it should help the students has finished reading the text, a summary is created using the three important statements.<sup>24</sup>

In a section, the students have to read more than one paragraph, at least two paragraphs. Then they have to make three important statements from those paragraphs.

#### **b. Teaching Writing by Using Multi-Section Summarization Strategy**

Summarization requires students to be able to distinguish between important, less important, and trivial information, so they can make judgments about the main and supporting details of text.<sup>25</sup> Multi-Section Summarization strategy is a concept which directs the learner to summarize step by step so that help them understand well.

There are some steps in conducting Multi-Section Summarization strategy in the classroom, especially in teaching and learning writing. These steps are explained as follows:

1. Identify a mindset
2. Read each critical paragraph

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<sup>23</sup>Ibid

<sup>24</sup> Ibid.

<sup>25</sup> Summarizing and Note Taking <http://edisonwikigroup3.wikispaces.com>. Retrieved, December 25, 2011.



3. Ask yourself “What is the section thesis (Statement)?”
4. Students identify summary points.
5. Make connections between paragraph

Moreover these are three steps in doing this strategy:

1. Restate the thesis and support each section.
2. Explore relationships between sections.
3. Pinpoint the critical moments and ideas.<sup>26</sup>

In addition, there are five steps in doing this strategy <sup>27</sup>

1. Pick out important details that are necessary to the text for each paragraph.
2. Pick out the less important or repeated ideas from each paragraph and eliminate them.
3. Highlight the important details in each paragraph using keywords.
4. List the keywords in the order in which they appeared in the passage.
5. Trim the list of key words down to one topic sentence for each paragraph.

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<sup>26</sup> *Multi-Section Summarization Strategy ( There Steps in this Strategy.*  
[http://www.powershow.com/view/2416e4MjEzM/MultiSection\\_Summarization\\_Strategy\\_flash\\_ppt\\_presentation](http://www.powershow.com/view/2416e4MjEzM/MultiSection_Summarization_Strategy_flash_ppt_presentation). Retrieved, October 21, 2011.

<sup>27</sup> *Summarization.www.k8accesscenter.org/.../struggling\_reader\_comp\_handout5.doc*. Retrieved, October 21, 2011

## B. Relevant Research

Chairun Nisak (2008) conducted a research entitled “Improving students’ writing skill through text report”. The design of the research is classroom action research that consists of two cycles. Each cycles used pre-test and post-test. The result of pretest and post test were used to know the score of the writing skill. The mean score of pre test 57.71 that belongs to low score. While, the mean score of the students writing skill of the teacher did the action was 80.28 Based on the research findings, it can be concluded that the result of the students’ achievement showed that descriptive paragraph using text report in teaching writing could improve the students’ achievement better.<sup>28</sup>

Desi Nugraheni (2009) conducted a research entitled “The effectiveness of using Mad Libs Game in Teaching Noun Phrase in Report Text”. The design of this research is experimental research. In this research, the writer finds out the information that there is significant effective of using Mad Libs game in teaching noun phrase. The average score of the students who are taught by using Mad Libs game technique is 69.8, while the mean score of the students without using Mad Libs game is only 55.1. It means  $H_0$  is refused and  $H_a$  is accepted.<sup>29</sup>

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<sup>28</sup> Chairun Nisak. *Improving Students’ Writing Skill Through Text Report*. <http://www.UMS-ETD.com>. Retrieved, Mei 14, 2011.

<sup>29</sup>Desi Nugraheni. “The effectiveness of Using Mad Libs Game in Teaching Noun Phrase in Report Text”. 2009. Pekanbaru.

A research by Riska Puspita Dewi (2009) entitled “the students obstacle in using simple past tense in writing simple paragraph”. From this research, she found that the total percentage of the students’ obstacle in using Simple past Tense in writing simple paragraph is categorized into middle category (66.67%).<sup>30</sup>

### **C. Operational Concept**

The operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable use in analyzing the data. There are two variables used in this research. They are:

Variable X is Multi-section summarization strategy

Variable Y is the students’ ability in writing report text

1. The indicators of the effect of using Multi-section summarization strategy:
  - a. Teacher asks students identify some paragraphs in one section
  - b. Teacher asks students decide where they should stop and check the understanding of section.
  - c. Teacher asks students read each critical paragraph.
  - d. Teacher asks students identify summary point

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<sup>30</sup> Riska Puspita Dewi. “The Students Obstacle in Using Simple Past Tense in Writing Simple Paragraph”. 2009. Unpublished.

- e. Teacher asks students should make a summary which consists of main idea and supporting thesis.
  - f. Students make connections between summary in a section.
2. The indicators of students' ability in writing report text are:
- a. The students are able to write general classification of report text consisting of (animal,thing,place).
  - b. The students are able to describe about something (place, animal or thing)
  - c. The students are able to use conditional logical connection; when, so, etc
  - d. The students are able to use simple tense in report text.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

In this research, the writer assumes that as researcher have ability to conduct the procedures of the the strategy properly.

##### **2. The Hypothesis**

Ho: There is no significant effect of using Multi-Section Summarization strategy to improve students' ability in writing report text.

Ha: There is significant effect of using Multi-Section Summarization strategy to improve students' ability in writing report text.

## CHAPTER III

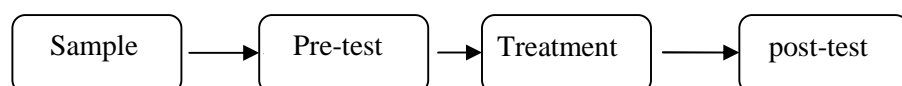
### RESEARCH METHODOLOGY

#### A. Research Design

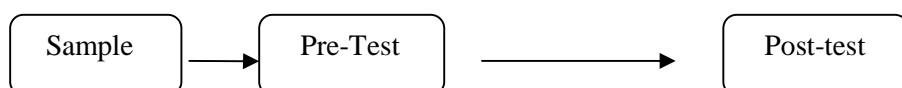
The design of this research is quasi-experimental research. Creswell states that quasi-experimental research is experimental situation which the researcher assigns participants to group, but not randomly<sup>1</sup> which consists of two variables. The first variable is multi-section summarization strategy as independent variable and the second is students' ability in writing report text as dependent variable. So, the design of this research can be illustrated as follows:

**TABEL III.1**  
**THE DIAGRAM OF RESEARCH DESIGN**

##### 1. Experimental Group



##### 2. Control Group




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<sup>1</sup> Creswell, John W. *Educational Research (Third Edition)*. New Jersey: Pearson Prentice Hall. 2008. P. 313.

## **B. The Location and the Time of Research**

The research was conducted at MA Hasanah Pekanbaru. This research was implemented from March to May 2012.

## **C. Object and Subject of the Research**

The object of this research was the effect of using multi-section summarization strategy and their ability in writing report text. The subject of this research was the second year students of MA Hasanah Pekanbaru.

## **D. Population and Sample**

### **1. Population**

The population and the sample of this research were all of the second year students of MA Hasanah Pekanbaru. The total number of population was 48 students that can be seen as follows:

**TABLE III.2**  
**THE POPULATION OF THE SECOND YEAR STUDENTS**  
**OF MA HASANAH PEKANBARU**

No	Class/Major	Number of students
1	XI IPS 1	23
2	XI IPS 2	25
TOTAL		48

## **2. Sample**

In this research, the writer used the total sample as the way to choose the sample of population. In total sampling, the writer selected all of the population as a sample.

### **E. The Technique of Data Collection**

To obtain data from the samples of this research, the writer used test as the technique of collecting data. The students were tested by asking them to write a report text. The test consisted of pre-test and post-test given to measure the students' ability in writing report text of both control and experimental classes. Pre-test was done before teaching by using Multi-section summarization strategy and post-test was done to know the influence and the effectiveness of using Multi-Section summarization strategy. To get data about students writing ability, the writer used the assessment of MGMP (Musyawarah Guru Mata Pelajaran) Score for writing paragraph. It can be explained as follows:



**TABEL III.3**  
**ASSESSMENT ASPECTS OF WRITING**

NAME:

CLASS:

No	Aspect assessment	1	2	3	4
1	Content				
2	Organization a. Title b. General Statement c. Description				
3	Vocabulary				
4	Grammatical features a. Pronoun b. A noun phrase c. Tense choice				
5	Spelling and punctuation				
Total					
Maximum score		20			

Explanation of score

1 = incompetent

2 =competent enough

3 =competent

4 =very competent

Final score= $\frac{TOTAL\ SCORE}{MAXIMUM\ SCORE} \times 80$

## F. The Data Analysis Technique

In order to find out whether there is a significant effect of using multi-section summarization strategy toward students' ability in writing report text, the data were statistically analyzed. In analyzing the data, the writer used score of pretest and post-test of experimental and control class. The scores were analyzed statistically by using independent sample T-Test from SPSS 16 version. The different mean was analyzed by using t-test formula.<sup>2</sup>

The t – table was employed to see whether there is a significant difference between the mean score of both experimental and control group. The t - obtained value was consulted with the value of t – table at the degree of freedom (df) = (N1+N2) – 2 statically hypothesis:

Ha :  $t_o > t - \text{table}$

Ho :  $t_o < t - \text{table}$

Ha is accepted if  $t_o > t - \text{table}$  or there is effect of using Multi- Section summarization strategy toward students ability in writing report text

Ho is accepted if  $t_o < t - \text{table}$  or there is no effect of using Multi- Section summarization strategy toward students ability in writing report text.

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<sup>2</sup>Hartono. *Statistik untuk Penelitian*. Jogjakarta: Pustaka Pelajar. 2008. P. 178

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Description of the Data**

The aim of this research is to obtain the significant difference of improvement of students' ability in writing report text between those students who were taught by using multi-section summarization strategy and those who were not.

The data were from the score of the improvement of students' writing ability from pre-test to post-test for both experimental and control class. In giving test; pre-test and post-test, the students were asked to write a summary from the text by giving certain topic that had been explained by the teacher. The students is given 30 (thirty) minutes to summary a report text. It was the topic that being taught at the time and was evaluated by concerning five components of students' writing ability; content, organization, vocabulary, grammatical features, spelling and punctuation. Each component had its score.

#### **B. The Data Presentation**

##### **1. Data from Written Test**

The data of this writing test was the score of the students' improvement from pre-test to post-test for both experimental and control classes. The data were collected through the following procedures:

1. The researcher asked the students either experimental or control class to speak summary a report text based on the text that was given by the researcher.
2. The students' writing a summary was written and evaluated by using MGMP score. They are content, organization, vocabulary, grammatical features and spelling and punctuation.
3. The students' writing results were evaluated by two raters.
4. The researcher added the scores from the raters and divided it

**a. Pre-test**

**TABEL IV.1**  
**THE STUDENTS' SCORE OF PRE-TEST**  
**OF EXPERIMENTAL CLASS**

No	S	Score			
		Rater 1	Rater 2	Total	Average
1	S1	52	64	116	58
2	S2	52	44	96	48
3	S3	48	48	96	48
4	S4	52	52	104	52
5	S5	48	56	104	52
6	S6	56	64	120	60
7	S7	52	48	100	50
8	S8	56	56	112	56
9	S9	56	52	108	54
10	S10	44	52	96	48
11	S11	60	48	108	54
12	S12	48	60	108	54
13	S13	48	44	92	46
14	S14	48	44	92	46
15	S15	48	48	96	48
16	S16	48	52	100	50
17	S17	56	56	112	56
18	S18	52	52	104	52
19	S19	64	60	124	62
20	S20	60	52	112	56
21	S21	52	52	104	52
22	S22	52	48	100	50
23	S23	44	44	88	44
Total		1196	1196	2392	1196
Average		52	52	104	52

Based on the table of writing score of students' writing ability at experimental class above, it can be seen that the students' writing ability from two raters, the average of students' writing ability from rater 1 was 52 and rater 2 was 52 also. The total of mean score of students' writing ability at experiment pre-test was 52.

**TABEL IV.2**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS'**  
**PRE-TEST SCORES OF EXPERIMENTAL CLASS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	4.3	4.3	4.3
	46	2	8.7	8.7	13.0
	48	4	17.4	17.4	30.4
	50	3	13.0	13.0	43.5
	52	4	17.4	17.4	60.9
	54	3	13.0	13.0	73.9
	56	3	13.0	13.0	87.0
	58	1	4.3	4.3	91.3
	60	1	4.3	4.3	95.7
	62	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Referring to the table above, it shows that there was 1 student got score 44 (4.3%), 2 students got 46 (8.7%), 4 students got 48 (17.4%), 3 students got 50 (13.0%), 4 students got 52 (17.4%), 3 students got 54 (13.0%), 3 students got 56 (13.0%), 1 student got 58 (4.3%), 1 student got 60 (4.3%), and 1 student got 62 (4.3%).

Based on table above, it can be seen that the total number of students was 23 students. The highest score was 44 and the lowest score was 62. The highest frequency was 4 at the score of 48. While, the statistic of this data is as the following table:

**TABEL IV.3**  
**STATISTICS**

N	Valid	23
	Missing	0
Mean		52.0000
Std. Error of Mean		.96582
Median		52.0000
Mode		48.00 <sup>a</sup>
Std. Deviation		4.63191
Variance		21.455
Range		18.00
Minimum		44.00
Maximum		62.00
Sum		1196.00

Referring on the table above, it shows that mean score was 52, standard error deviation of mean was 0.965, median was 52, mode was 48.00, standard deviation was 4.63, variance was 21.45, range was 18.00, minimum was 44, maximum 62, and sum was 1196.

**TABEL IV.4**  
**THE STUDENTS' SCORE OF PRE-TEST OF CONTROL CLASS**

No	S	Score			
		Rater 1	Rater 2	Total	Average
1	S1	52	52	104	52
2	S2	56	52	108	54
3	S3	52	56	108	54
4	S4	52	52	104	52
5	S5	48	44	92	46
6	S6	48	52	100	50
7	S7	56	52	108	54
8	S8	48	56	104	52
9	S9	48	52	100	50
10	S10	52	52	104	52
11	S11	52	56	108	54
12	S12	52	52	104	52
13	S13	44	52	96	48
14	S14	44	52	96	48
15	S15	48	44	92	46
16	S16	44	44	88	44
17	S17	52	52	104	52
18	S18	48	40	88	44
19	S19	44	52	96	48
20	S20	44	48	92	46
21	S21	52	44	96	48
22	S22	52	52	104	52
23	S23	56	48	104	52
Total		1252	1252	2504	1252
Average		50,08	50,08	100,16	50,08

Based on the table of writing score of students' writing ability at control class above, it can be seen that the students' writing ability from two raters, the average of students' writing ability from rater 1 was 50.08 and rater 2 was 50.08 also. The total of mean score of students' writing ability at experiment pre-test was 50.08.



**TABEL IV.5**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS'**  
**PRE-TEST SCORES OF CONTROL CLASS**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 44.00	2	8.0	8.0	8.0
46.00	3	12.0	12.0	20.0
48.00	4	16.0	16.0	36.0
50.00	3	12.0	12.0	48.0
52.00	9	36.0	36.0	84.0
54.00	4	16.0	16.0	100.0
Total	25	100.0	100.0	

Referring on the table above, it shows that there was 2 students got score 44 (8.0%), 3 students got 46 (12.0%), 4 students got 48 (16.0%), 3 students got 50 (12.0%), 9 students got 52 (36.0%), and 4 students got 54 (16.0%).

Based on table above, it can be seen that the total number of students was 25 students. The highest score was 44 and the lowest score was 54. The highest frequency was 9 at the score of 52. While, the statistic of this data is as the following table:

**TABEL IV.6**  
**STATISTICS**

Valid	25
Missing	0
Mean	50.0800
Std. Error of Mean	.62695
Median	52.0000
Mode	52.00
Std. Deviation	3.13475
Variance	9.827
Range	10.00
Minimum	44.00
Maximum	54.00
Sum	1252.00

Referring on the table above, it shows that mean score was 50, standard error deviation of mean was 0.629, median was 52, mode was 52.00, standard deviation was 3.13, variance was 9.82, range was 10.00, minimum was 44, maximum 54, and sum was 1252.

**b. Post-test**

**TABEL IV.7**  
**THE STUDENTS' SCORE OF POST-TEST**  
**OF EXPERIMENTAL CLASS**

No	S	Score			
		Rater 1	Rater 2	Total	Average
1	S1	60	64	124	62
2	S2	64	68	132	66
3	S3	64	64	128	64
4	S4	60	68	128	64
5	S5	68	64	132	66
6	S6	64	72	136	68
7	S7	68	72	140	70
8	S8	64	64	128	64
9	S9	64	64	128	64
10	S10	60	68	128	64
11	S11	64	64	128	64
12	S12	60	60	120	60
13	S13	68	60	128	64
14	S14	68	68	136	68
15	S15	60	68	128	64
16	S16	60	68	128	64
17	S17	56	56	112	56
18	S18	60	56	116	58
19	S19	68	72	140	70
20	S20	48	48	96	48
21	S21	72	64	136	68
22	S22	68	64	132	66
23	S23	72	64	136	68
Total		1460	1480	2940	1470
Average		63,47	64,34	127,82	63,91

Based on the table of writing score of students' writing ability at experiment class above, it can be seen that the students' writing ability from two raters, the average of students' writing ability from rater 1 was 63.47 and rater 2 was 64.34 also. The total of mean score of students' writing ability at experiment pre-test was 63.91.

**TABEL IV.8**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS'**  
**PRE-TEST SCORES OF EXPERIMENT CLASS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48.00	1	4.3	4.3	4.3
	56.00	1	4.3	4.3	8.7
	58.00	1	4.3	4.3	13.0
	60.00	1	4.3	4.3	17.4
	62.00	1	4.3	4.3	21.7
	64.00	9	39.1	39.1	60.9
	66.00	3	13.0	13.0	73.9
	68.00	4	17.4	17.4	91.3
	70.00	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Referring to the table above, it shows that there was 1 student got score 48 (4.3%), 1 student got 56 (4.3%), 1 student got 58 (4.30%), 1 student got 60 (4.3%), 1 student got 62 (4.3%), 9 students got 64 (39.1), 3 students got 66 (13.0), 4 students got 68 (17.4). and 2 students got 70 (17.4).

Based on table above, it can be seen that the total number of students was 23 students. The highest score was 48 and the lowest score was 70. The highest frequency was 9 at the score of 52. While, the statistic of this data is as the following table:

**TABEL IV.9**  
**STATISTICS**

Valid	23
Missing	0
Mean	63.9130
Std. Error of Mean	1.01746
Median	64.0000
Mode	64.00
Std. Deviation	4.87958
Variance	23.810
Range	22.00
Minimum	48.00
Maximum	70.00
Sum	1470.00

Referring on the table above, it shows that mean score was 63, standard error deviation of mean was 1.017, median was 64, mode was 64.00, standard deviation was 4.87, variance was 23.81, range was 22.00, minimum was 48, maximum 70, and sum was 1470.

**TABEL IV.10**  
**THE STUDENTS' SCORE OF POST-TEST**  
**OF CONTROL CLASS**

No	S	Score			
		Rater 1	Rater 2	Total	Average
1	S1	48	56	104	52
2	S2	44	52	96	48
3	S3	52	52	104	52
4	S4	48	52	100	50
5	S5	56	60	116	58
6	S6	56	60	116	58
7	S7	60	56	116	58
8	S8	48	48	96	48
9	S9	60	48	108	54
10	S10	52	52	104	52
11	S11	52	48	100	50
12	S12	52	44	96	48
13	S13	60	60	120	60
14	S14	48	48	96	48
15	S15	60	64	124	62
16	S16	48	48	96	48
17	S17	52	48	100	50
18	S18	44	52	96	48
19	S19	48	48	96	48
20	S20	48	52	100	50
21	S21	44	48	92	46
22	S22	44	48	92	46
23	S23	48	48	96	48
Total		1284	1288	2572	1286
Average		51,36	51,52	102,88	51,44

Based on the table of writing score of students' writing ability at control class above, it can be seen that the students' writing ability from two raters, the average of students' writing ability from rater 1 was 51.36 and rater 2 was 51.52 also. The total of mean score of students' writing ability at experiment pre-test was 51.44.

**TABEL IV.11**  
**THE DESCRIPTION OF FREQUENCY OF STUDENTS'**  
**POST-TEST SCORES OF CONTROL CLASS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46.00	2	8.0	8.0	8.0
	48.00	9	36.0	36.0	44.0
	50.00	4	16.0	16.0	60.0
	52.00	3	12.0	12.0	72.0
	54.00	1	4.0	4.0	76.0
	56.00	1	4.0	4.0	80.0
	58.00	3	12.0	12.0	92.0
	60.00	1	4.0	4.0	96.0
	62.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Referring to the table above, it shows that there was 2 students got score 46 (8.0%), 9 students got 48 (36.0%), 4 students got 50 (16.0%), 3 students got 52 (12.0%), 1 student got 54 (4.0%), 1 student got 56 (4.0). 3 students got 58 (12.0). 1 student got 60 (4.0). and 1 student got 62 (4.0).

Based on table above, it can be seen that the total number of students was 25 students. The highest score was 44 and the lowest score was 54. The highest frequency was 9 at the score of 52. While, the statistic of this data is as the following table:

**TABEL IV.12**  
**STATISTICS**

N	Valid	25
	Missing	0
Mean		50.0800
Std. Error of Mean		.62695
Median		52.0000
Mode		52.00
Std. Deviation		3.13475
Variance		9.827
Range		10.00
Minimum		44.00
Maximum		54.00
Sum		1252.00

Referring on the table above, it shows that mean score was 50, standard error deviation of mean was 0.626, median was 52, mode was 48.00, standard deviation was 3.13, variance was 9.82, range was 10.00, minimum was 44, maximum 54, and sum was 1252.



Generally the statistical description of data can be seen in the following table description:

**TABEL IV.13**  
**STATISTICS**

	Pre control	Pre experiment	Post control	Post experiment
N Valid	25	23	25	23
Missing	0	2	0	2
Mean	50.0800	52.0000	51.4400	63.9130
Std. Error of Mean	.62695	.96582	.92751	1.01746
Median	52.0000	52.0000	50.0000	64.0000
Mode	52.00	48.00 <sup>a</sup>	48.00	64.00
Std. Deviation	3.13475	4.63191	4.63753	4.87958
Variance	9.827	21.455	21.507	23.810
Range	10.00	18.00	16.00	22.00
Minimum	44.00	44.00	46.00	48.00
Maximum	54.00	62.00	62.00	70.00
Sum	1252.00	1196.00	1286.00	1470.00

Based on the statistical description of table above, it shows the detail description of all the data. It can be seen the differences of mean, std. error of mean, median, mode, std. deviation and other data of both experimental and control class.

### **C. The Reliability and the Validity of the Test**

The test that used for testing students' writing ability has to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.<sup>1</sup> It is reflected in the obtaining how far the test or instrument test that enable to measure the same

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<sup>42</sup> Op.cit. L.R. Gay. P. 169

subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the writing test, the researcher used inter rater reliability, because the researcher has two raters in order to score the students' writing ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table describes the correlation between score of rater 1 and the score of the rater 2 by using pearson product moment correlation formula through SPSS 16 Version:

**TABEL IV.14  
CORRELATIONS**

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.377
	Sig. (2-tailed)		.076
	N	23	23
Rate r2	Pearson Correlation	.377	1
	Sig. (2-tailed)	.076	
	N	23	23

From the output above, it can be seen that r calculation is 0.377 will be correlated to r table, df=46. Because df=46 was not found from the r table, so the researcher took df=45 to be correlated at level 5%. At level 5% r table is 0.288. The r observation is obtained higher than r table at

level 5%. So the researcher concludes that there is a significance correlation between score of rater 1 and score of rater 2. In other words, the writing test is reliable. The reliability of writing test is high.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.<sup>2</sup> It means the test had fulfilled the validity of the content. In other word, the materials of the test have been taught at the second year of MA Hasanah Pekanbaru. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials took from the book guide for the students and other related resources.

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<sup>43</sup> Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu.2006. P.23

#### D. The Data Analysis

##### 1. Students' Ability in Writing Report Text without Using Multi-section Summarization Strategy

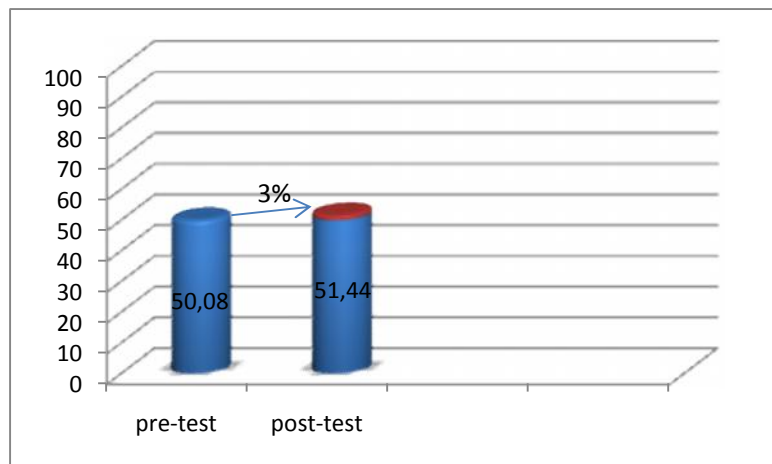
**TABLE IV.15**  
**THE STUDENTS' WRITING SCORE**  
**AT PRE-TEST TO POST-TEST CONTROL CLASS**

No	Name	Pre-test	Post-test	Score	Percentage
1	S1	52	52	0	0%
2	S2	54	48	-6	-11%
3	S3	54	52	-2	-4%
4	S4	52	50	-2	-4%
5	S5	46	58	12	26%
6	S6	50	58	8	16%
7	S7	54	58	4	7%
8	S8	52	48	-4	-8%
9	S9	50	54	4	8%
10	S10	52	52	0	0%
11	S11	54	50	-4	-7%
12	S12	52	48	-4	-8%
13	S13	48	60	12	25%
14	S14	48	48	0	0%
15	S15	46	62	16	35%
16	S16	44	48	4	9%
17	S17	52	50	-2	-4%
18	S18	44	48	4	9%
19	S19	48	48	0	0%
20	S20	46	50	4	9%
21	S21	48	46	-2	-4%
22	S22	52	46	-6	-12%
23	S23	52	48	-4	-8%
24	S24	52	48	-4	-8%
25	S25	50	56	6	12%
<b>Mean</b>		<b>50,08</b>	<b>51,44</b>	<b>1,36</b>	<b>3%</b>

Referring to the chart above, the students' writing score improved.

The students' writing score at the pre-test to post-test improved 3%. It

means that the students without using Multi-section summarization strategy had low improvement.



The table above describes about the differences between the students' writing score at pre-test and post-test at control class. At the pre-test, the students' writing mean score was about 50.08, while at the post-test, the mean score of the students' writing ability improved. It was 51.44. The improvement of each student was various; some were drastically improved, but others were not. In general, the improvement can be seen at mean score.

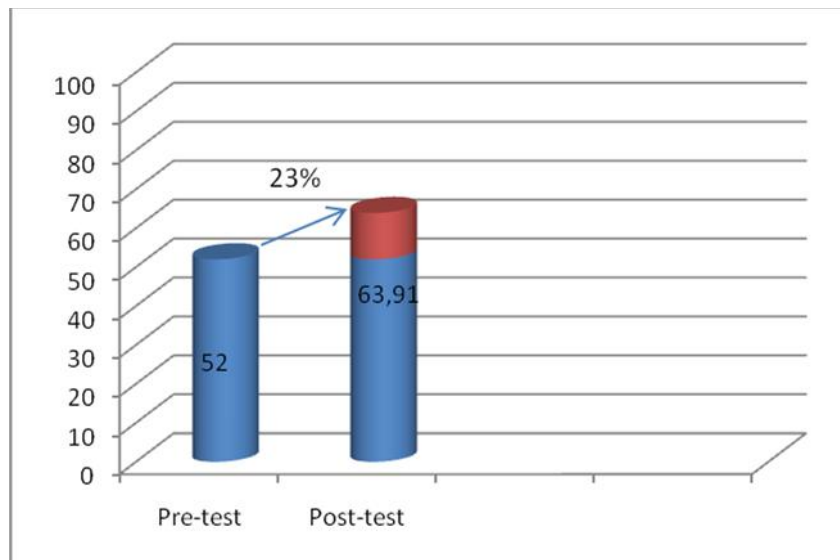
## 2. Students' Ability in Writing Report Text by Using Multi-section Summarization Strategy

**TABLE IV.16**  
**THE STUDENTS' WRITING SCORE**  
**AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS**

No	Name	Pre-test	Post-test	Score	Percentage
1	S1	58	62	4	7%
2	S2	48	66	18	38%
3	S3	48	64	16	33%
4	S4	52	64	12	23%
5	S5	52	66	14	27%
6	S6	60	68	8	13%
7	S7	50	70	20	40%
8	S8	56	64	8	14%
9	S9	54	64	10	19%
10	S10	48	64	16	33%
11	S11	54	64	10	19%
12	S12	54	60	6	11%
13	S13	46	64	18	39%
14	S14	46	68	22	48%
15	S15	48	64	16	33%
16	S16	50	64	14	28%
17	S17	56	56	0	0%
18	S18	52	58	6	12%
19	S19	62	70	8	13%
20	S20	56	48	-8	-14%
21	S21	52	68	16	31%
22	S22	50	66	16	32%
23	S23	44	68	24	55%
Mean		52	63.91	11,91	23%

The table above describes about the differences between the students' writing score before and after giving treatment at experimental class. Before giving a treatment, the students' writing mean score was about 52, it was known

by taking pre-test at the beginning. While, after giving treatment, the mean score of the students' writing ability improved. It was 63.91. The improvement of each student was various, there were drastically improved, but there were also not drastically improved. But generally, the improvement can be seen at mean score.



Referring to the chart above, the students' writing score improved. It means that the students' ability in writing report text became better after using Multi-section summarization strategy. The students' writing score at the pre-test to post-test improved 23%.

### 3. The Significant Effect of Using Multi-section Summarization Strategy toward Ability in Writing Report Text.

**TABLE IV.17**  
**THE STUDENTS GAIN SCORE**  
**OF POST-TEST AT EXPERIMENTAL AND CONTROL CLASS**

No	Students	Gain Control	Gain Experiment
1	S1	0	4
2	S2	-6	18
3	S3	-2	16
4	S4	-2	12
5	S5	12	14
6	S6	8	8
7	S7	4	20
8	S8	-4	8
9	S9	4	10
10	S10	0	16
11	S11	-4	10
12	S12	-4	6
13	S13	12	18
14	S14	0	22
15	S15	16	16
16	S16	4	14
17	S17	-2	0
18	S18	4	6
19	S19	0	8
20	S20	4	-8
21	S21	-2	16
22	S22	-6	16
23	S23	-4	24
24	S24	-4	
25	S25	6	
<b>Mean</b>		<b>1.36</b>	<b>11,91</b>

The table above describes about the comparison between the students' gain score of both experimental and control classes after giving



treatment. The mean of score of the experimental class is 11.91 while the mean score of the control class is 1.36. Both of the classes have their improvement from pre-test score, but the improvement is different; the score of the students' writing ability at experimental class is higher than control class. It means that there is a better improvement at experimental class than control class that has been given treatment after pretest. The score of experimental class is better than control class.

Besides, from the analysis at table 16 and 17 above, it can be seen that there is a difference improvement of the students' writing ability at Experimental and Control class. It shows that the difference percentage improvement at the experimental class was 23% while at control class was 3%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of Multi-section summarization strategy on the students' writing ability is higher than control class. It means that the Multi-section summarization strategy is one of the factors that give the influence toward the students' writing ability. It can be proved from the influence of improvement of Multi-section summarization strategy itself is 23%, while the students without using Multi-section summarization strategy influences 3%.

After knowing about the percentage of different improvement from both of the classes, to know clearly, then the writer analyzed it by using independent sample T- Test at the last discussion.

**4. The Analysis of Significant Effect of Using Multi-section Summarization Strategy toward Ability in Writing Report Text by Using Independent Sample T-Test**

**TABLE IV.18**

**GROUP STATISTICS**

X		N	Mean	Std. Deviation	Std. Error Mean
Control	Class	25	51.44	4.638	.928
Experiment	Class	23	63.91	4.880	1.017

Based on the table above, it can be seen that the total students' from each class, the Control class consisted of 25 students; while for the experiment class consisted of 23 students. The mean of control class improvement was 51.44, and mean of experiment class improvement was 63.91. Standard deviation from control class was 4.638, while standard deviation from experiment class was 4.880. Standard error mean from control class was 0.928, and control class was 1.017.

**TABEL IV.19**  
**INDEPENDENT SAMPLES TEST**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differenc e	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Y	Equal variances assumed	.616	.436	-9.079	46	.000	-12.473	1.374	-15.238	-9.708
	Equal variances not assumed			-9.060	45.166	.000	-12.473	1.377	-15.246	-9.700

Based on the output SPSS above, Independent-Sample T-test shows

Levene's Test to know the same variance.<sup>3</sup>

Ho = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05, Ho is accepted.

If probabilities < 0.05, Ho is rejected.

Significant value > Significant (0.05), Ho is accepted.

Significant value < Significant (0.05), Ho is rejected.

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<sup>44</sup> Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Pekanbaru: Pustaka Pelajar. 2008. P. 159

Based on the output SPSS above, it answered the hypothesis of the research that  $H_a$  is accepted because Significant value (0.000) < Significant (0.05). It means that  $H_o$  is rejected. Referring on the analysis above, it means that there is a significant effect of using Multi-section summarization strategy toward the students' ability in writing report text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Referring on the data analyzes and data presentation explained at the chapter IV, finally the writer concludes that answer the formulation of the problems:

1. Students' ability in writing report text without using Multi Section Summarization strategy is not drastically improved. It can be seen from the students' score at pre-test to post-test. The mean score of students' writing at pre-test was 50.08. While at the post-test, the mean score of students' writing was 51.44. The students' score only improved 1.36 by percentage 3%. It means that students at control class without using Multi Section Summarization strategy still have low score.
2. Students' ability in writing report text by using Multi Section Summarization strategy is drastically improved. It can be seen from the students' score at pre-test to post-test. The mean score of students' writing at pre-test was 52. After giving the treatment, the mean score of students' writing was 63.91. The students' score improved 11.91 by percentage 23 %. It means that students at experimental class using Multi Section Summarization strategy had better score.
3. Based on the analysis of Independent Sample T-Test formula, there is a significant effect of using Multi Section Summarization strategy toward students' ability in writing report text at the second year students of MA

Hasanah Pekanbaru. The  $H_0$  is rejected and  $H_a$  is accepted because  $\text{Significant value} < \text{Significant } (0.05)$ . It means that the students using Multi Section Summarization strategy toward students' ability in writing report text had better score than students not using it. Using Multi Section Summarization strategy gives significant effect on students' ability in writing report text.

### **B. Suggestion.**

After finding the result of the effect of using multi-section summarization strategy toward students' writing ability in writing report text at the second year of MA Hasanah Pekanbaru, the writer has some suggestions for the students, teacher, and school.

#### **1. Suggestion for Students.**

In mastering writing, one thing that should be done by the students is that the students have to be interested in writing itself. The students should read the material more and more, then summary it. In this case, multi-section summarization strategy is an appropriate strategy that can be used by the students in writing material.

#### **2. Suggestion for Teacher.**

In effort to increase students' ability in writing, teacher must be smart to select the strategy to be used in writing/summary the text. Based on the research findings, there is significant effect of using multi-section summarization strategy toward students' writing ability

in writing report text. Thus, teacher can apply this strategy in teaching writing.

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